Chaminade University

School of Education & Behavioral Sciences
Undergraduate Psychology

PSY 322 Social Psychology

Credits: 3   Section: 90-1   Term: Spring 2025

Instructor Information

Instructor: Keenan Meyer, MSCP

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Office Location: Bertram Hall Learning Resource Center - Saint Louis School

Office Hours: M/T/TH/FR 2:45 pm - 3:15 pm

Communication

To schedule an appointment, please email me (keenan.meyer@chaminade.edu) to schedule a meeting time. Will respond in 24-48 hours.

School & Department Information

School of Education & Behavioral Sciences

Office Location: Brogan Hall, 110. Information can also be found on each Academic Schools' website.
Phone: (808) 739 - 4652

If you have questions regarding the Undergraduate Psychology Department, reach out to your Instructor or the School of Education & Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course examines the impact of social interaction on how we think, feel, and behave. The course explores interpersonal relations, social attitudes, group dynamics, inter-group relations, class, and cultural influences.

Course Prerequisites

In addition to the course pre-requisites (EN 102 and PSY 101), students should have reliable access to the Internet in order to complete the coursework in Canvas. Additionally, students should have strong time-management skills. If you find that you are having difficulty progressing through this course in our Flex course structure, I recommend that you reach out to an advisor by emailing flex@chaminade.edu.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 45 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 67.5 hours of classroom instruction, 16 hours studying for your mid-term and final exams, 1 hour to complete your mid-term exam, 2 hours to complete your final exam, 38 hours to complete your 3 written assignments, 12 hours to conduct your literature reviews for the 3 written assignments, 14 hours researching and writing your discussion responses, 7.5 hours responding to your peers, and approximately 4.25+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

Required Materials

Barrett, Daniel W. (2017) <u>Social Psychology: Core Concepts and Emerging Trends</u> (1st Ed.) SAGE Publishing. ISBN 978-1-5063-1060-2
Student Resources for Textbook: https://edge.sagepub.com/node/33542/student-resources

Canvas (https://chaminade.instructure.com)

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Psychology Program Learning Outcomes (PLOs)
Upon completion of Undergraduate Psychology Program, the student will be able to:
1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Course Learning Outcomes (CLOs)

Upon completion of PSY 322, the student will be able to:

1. **1. Declarative Knowledge:** Students will identify key concepts, principles, and overarching themes in the field of social psychology via a multiple-choice midterm and final exam. This outcome links directly to **PLO 1**.
2. **2**. **Procedural/Performance Knowledge**. Students will demonstrate the experiential relationship between **adaptation and change** and a **holistic, integrative approach** to the field of social psychology via the writing of 1) Journal and Paper Analysis of their practice of the Five Animals Frolic Qigong and 2) Social Media paper.
3. This outcome links directly to **PLO 4.**

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. "New times call for new methods," Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	3	3	3	3
PLOs	2	2	3	3

Course Activities

- **Weekly Exercises** (12 @ 20 points = 240 points) - Each of the activities will be posted in Canvas on Monday of the week that it is assigned. For each activity, read the instructions and then complete the activity. The activities are due by Sunday at midnight of the week that they are assigned.
- **Chapter Quizzes** (13 @ 10 points = 130 points) - There is an exam for each chapter in Canvas. After reading the chapters, and the chapter Powerpoints, take the chapter exams.
- **Final Integrative Paper** (1 @ 100 points) = 100 points - At the end of the term, you should write a 3-page paper discussing what you feel are the most important things you have learned during the semester. In your paper you should describe why you feel that the points that you identified are important to you.
- **Social Psychology Discussions** (13 @ 10 points = 130 points) - Four class discussion question will be posted (see dates in the calendar at the end of the syllabus). Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and

intelligently participate in the class discussions (adopted from
http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses//
(Links to an external site.)

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.
- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Krystal Kakimoto, Librarian krystal.kakimoto@chaminade.edu 808-739-8521	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and References
Any assignments that includes cited research should include a Reference page, listing your full source/references.
Examples of references in APA format:

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: "Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Iwamoto, 2020, p. 121).
- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/

Exams

There is an exam for each chapter in Canvas. After reading the chapters, and the chapter Powerpoints, take the chapter exams.

Course Policies

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Late Work
No late work will be accepted regardless of reason.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Final Grades/Assessment

Assignments	Points	CLO
Weekly Exercises (12 @ 20 pts.)	240 points	1
Chapter Quizzes (13 @ 10 pts.)	130 points	1
Final Paper	100 points	2
Social Psychology Discussions (13 @ 10 pts.)	130 points	3
Total Possible Points	*600points*	

Final grades are submitted to Self-Service:
>   A = 90% and above
>   B = 80-89%
>   C = 70-79%
>   D = 60-69%
>   F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the Academic Honesty Policy on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the Chaminade University Title IX Office Contact Information and Confidential Resources website. On-campus Confidential Resources may also be found here at CAMPUS CONFIDENTIAL RESOURCES.

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ʻIke: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ʻIke: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ʻIke's website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ʻIke at tutoring@chaminade.edu or 808-739-8305.

Scientific Method Definitions

The *METHODS OF SCIENCE* are only tools, tools that we use to obtain knowledge about phenomena.

The *SCIENTIFIC METHOD* is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more *THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.*

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

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Research Design in Counseling
Heppner, Kivlighan, and Wampold

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A *THEORY* is a large body of interconnected propositions about how some portion of the world operates; a *HYPOTHESIS* is a smaller body of propositions. *HYPOTHESES* are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The *PHILOSOPHY OF SCIENCE* decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

<div align="center">
Research Method In Social Relations
Kidder
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THEORIES are not themselves directly proved or disproved by research. Even *HYPOTHESES* cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

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Methods In Behavioral Research; Cozby
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In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
http://allpsych.com/researchmethods/replication.html

Readings & Due Dates

Wk of	Chapter	Assignments
Week 1: 1/6-1/12	Course Introduction Read Chapter 1: Intro to Social Psychology	**Chapter 1 Quiz** **Social Psychology Discussion**
Week 2: 1/13-1/19	Read Chapter 2: The Social Brain	**Chapter 2 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 3: 1/20-1/26	Read Chapter 3: Social Cognition	**Chapter 3 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 4: 1/27-2/2	Read Chapter 4: What is the Self?	**Chapter 4 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 5: 2/3-2/9	Read Chapter 5: Social Perception	**Chapter 5 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 6: 2/10-2/16	Read Chapter 6: Social Influence	**Chapter 6 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 7: 2/17-2/23	Read Chapter 7: Attitudes and Persuasion	**Chapter 7 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 8: 2/24-3/2	Read Chapter 8: Helping	**Chapter 8 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 9: 3/3-3/9	Read Chapter 9: Aggression	**Chapter 9 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 10: 3/10-3/16	Read Chapter 10: Prejudice, Stereotyping, and Discrimination	**Chapter 10 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 11: 3/17-3/23	**SPRING BREAK**	
Week 12: 3/24-3/30	Read Chapter 11: Affiliation and Love	**Chapter 11 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 13: 3/31-4/6	Read Chapter 12: Group Processes	**Chapter 12 Quiz** **Social Psychology Discussion** **Weekly Exercise**
Week 14: 4/7-4/13	Read Chapter 13: Three Emerging Trends: The Social Psychology of Happiness, Religion, and Sustainability	**Chapter 13 Quiz** **Social Psychology Discussion** **Weekly Exercise**

Week 15: 4/14-4/20	Final Paper - Prep	**Work on Final Paper**
FINALS: 4/21-4/25	Finals Week	**Complete and Submit Final Paper**